

WELCOME TO THE MTSD MENTORING PROGRAM

District Staff Presentation



OUR PROGRAM IS
CHANGING

IN RESPONSE TO PI34, MENTORS ARE MORE THAN THEY USED TO BE.

- Mentor/mentee pairs do not need to be in the same grade/subject area any more.
- Using the Wisconsin Teaching Standards and mentor language/tools, mentors will assist new educators in moving toward professional autonomy.
- Mentors will assist 1-3rd year teachers.



IT ALL SOUNDS GOOD, SO HOW CAN I BECOME INVOLVED?

- Mentor training opportunities - 2nd semester.
- Use of mentor tools is expected: collaborative assessment log, selective scripting, movement charts, analysis of student work log.
- Ongoing district support through mentor dialogue sessions and monthly newsletter via email.

FROM THE MENTEE'S PERSPECTIVE...

- regular, weekly meeting times throughout the year
- participation together in district inservices for new teachers
- possible classroom observations of the mentor, the mentee or another classroom
- the use of mentor/mentee tools which will serve as evidence for PDP writing
- professional collaboration about teaching practices which is in alignment with 10 WTS and Danielson's 4 Domains.
- joint problem solving when necessary

KEEP IN MIND....



- Work done with mentees is about their professional growth.
- It is not an evaluative process, but instead cognitive coaching.
- It is completely confidential.
- This skill set could be used with veteran colleagues, too.



I MIGHT BE INTERESTED IN
GETTING INVOLVED....

CAN YOU SHOW ME EXACTLY HOW A
TYPICAL "MEETING" MIGHT LOOK?

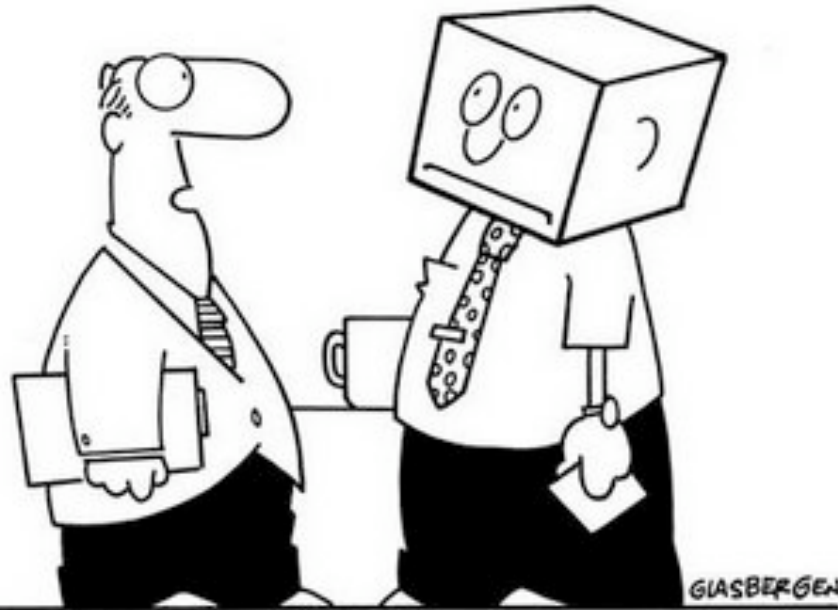
WHY CAN'T I JUST TELL MY MENTEE WHAT WE DO AND HOW TO DO IT? THAT WILL SAVE TIME.

- Remember, we are trying to move practice forward in regards to the Wisconsin Teacher's Standards. "Telling" new teachers will not develop autonomy.
- Many mentor/mentee forms address the collection of information. Coaching mentees about what to do with that information is the key.

MANY BENEFITS

- New staff has a broad and deep support system within the district.
- Mentee and mentor both increase their reflection on their own teaching practices.
- Mentee and mentor both show growth in the Wisconsin Teaching Standards.

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"Thinking outside of the box is difficult
for some people. Keep trying."

STILL HAVE QUESTIONS?

EMAIL ANY OF THE DISTRICT STEERING
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